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ABSTRACT

As an arm of the National Diffusion Network, the Pennsylvania State Facilitator's responsibilities include informing the schools about Title III approved programs and aiding in the actual adoption of such programs by school districts. Two aspects of the facilitator's role were identified for evaluation: (1) whether the facilitator had implemented the strategy it established to pursue its functions and (2) whether that strategy was successfully meeting the needs of its recipients. Interviews were conducted with a sample of representatives of developer/demonstrator projects and school site adopters. The four national developer/demonstrators interviewed were generally approving of the Pennsylvania Facilitator. They reported the state strategies acceptable in terms of the broader National Diffusion Network (NDN) but recommended changes in the philosophy of the NDN which would expand the responsibilities of the facilitator program. Nine representatives of adopter/adapter districts were interviewed. The concensus of their opinions was positive. The lack of a real grasp of the specific role of the State Facilitator by this group mitigated against an in-depth analysis or specific recommendations for change. (KB)

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ED129306

RISE – 306

STATE FACILITATOR PROGRAM EVALUATION

1975 – 1976

Submitted to:

Research and Information Services for Education

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

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The sincere response of the interviewees pointed to a report which reflects the actual conditions of the RISE – 306 Program and an atmosphere of hope that the National Diffusion Networ. will continue as an effective method for disseminating exemplary projects to districts throughout Pennsylvania.

CTC's appreciation is evidently directed toward the representatives of the Developer/ Demonstrator Projects who took the time from their busy schedule to participate: Lucille Werner, Robert Schramm, Kitty Walden, Milton Knobler and Arlene Schor. The potential or actual Adopter/Adapter districts throughout Pennsylvania were likewise represented by personnel who strove to offer as much impact to the evaluation as was possible. The list includes, D. Fitzpatrick, J. Hasson, R. Winters, Sister P. Wendell, J. Fogarty, D. Gobel, W. Kissel, B. Duffy, J. McCrory, J. Kennedy.

A special expression of appreciation is extended to Carolyn Trohoski the RISE – 306 State Facilitator for her cooperation and for providing the concept which led to this study.

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1.0 INTRODUCTION

RISE – 306 is the Pennsylvania State Facilitator Program operated in cooperation with the National Diffusion Network (NDN) of Title III–306 approved exemplary Projects. The program is operated under the auspices of R. I. S. E. – Research and Information Services for Education. The diffusion network established in Pennsylvania follows the guidelines set down within the nationwide network and strives through effective administrative procedures of the State Facilitator (SF) to operate an efficient, organized system which eventuates in the adoption by Pennsylvania school districts of nationally approved Title III–306 programs. The director of the Pennsylvania Statewide Facilitator Project determined that two aspects of the RISE – 306 program must be evaluated. Namely, an evaluation of the actual implementation of the strategy outlined by and for the State Facilitator and an evaluation of whether that strategy employed has met the various Pennsylvania school district needs or requirements. Thus the RISE– 306 concept of the State Facilitator role to stimulate and motivate Demonstrator/Developers (DDS) and Adapter/Adopters (AAs) to "link up" for the benefit of children would be fully assessed.

Various approaches to carry out this evaluation were investigated and weighed. The decision was reached to evaluate the RISE – 306 program through an in-depth investigation via structured interviews conducted by professional staff of an independent educational evaluation firm.

2.0 EVALUATION DESIGN

The design for the evaluation of the Pennsylvania RISE – 306 program in light of the foregoing was directed to the investigation of two factors:

a) Pennsylvania's role in the National Diffusion Network;

b) The effectiveness of the administrative procedures of the Pennsylvania State Facilitator.

Factor a) must be investigated in terms of the network being, efficient, well organized, and its implementation being true to its plan. Factor b) must be investigated in terms of the acceptance of the implemented plan by both DDs and AAs and their judgment upon the plan's applicability to their real life situations.

An interview form was designed to elicit information which would relate to all aspects of interest for the evaluation. A copy of this form appears in Appendix 1.

2.1 Sampling Plan

The National Diffusion Network to which Pennsylvania had turned its attention consists of ninety-seven (97) funded projects. Approximately one hundred thirty-five (135) districts in Pennsylvania may be considered to have at least reached the initial stage of adoption/adaption. The realistic constraints of the proposed evaluation demanded a sample of these sites whether DD or AA to be selected and examined in detail as representative of the overall process followed by the Pennsylvania RISE – 306 project.

The sample selected for in-depth, on-site interviews consisted of two DDs which were both adopted by Pennsylvania school districts and not adopted by other districts after the initial stages of adoption were begun and two DDs with whom the adoption process did not go beyond the awareness session phase. The sites selected appear in Figure 1 with their characteristics specified.

3.0 IMPLEMENTATION PLAN

Upon award of the contract, evaluator staff members met with the Pennsylvania State Facilitator and together the strategy for the conduct of the interview and logistics of the on-site meetings were developed. The schedule and selection of sites was modified during the course of the contract based on availability of interviewees, etc.. The sites specified in this report represent the final conducted interviews. In the interest of continuity, evaluator personnel visiting a particular Pennsylvania school site (i.e., A/A) were those who had conducted the interview with the D/D the school site was appraising for adoption.

In addition to conducting the structured interview at the particular site, the evaluator interviewer carried a magnetic taping device. When an interviewee wished to expound at length on some facet of the project, and gave permission, these remarks were recorded.

SITE SELECTION
for
306 EVALUATION

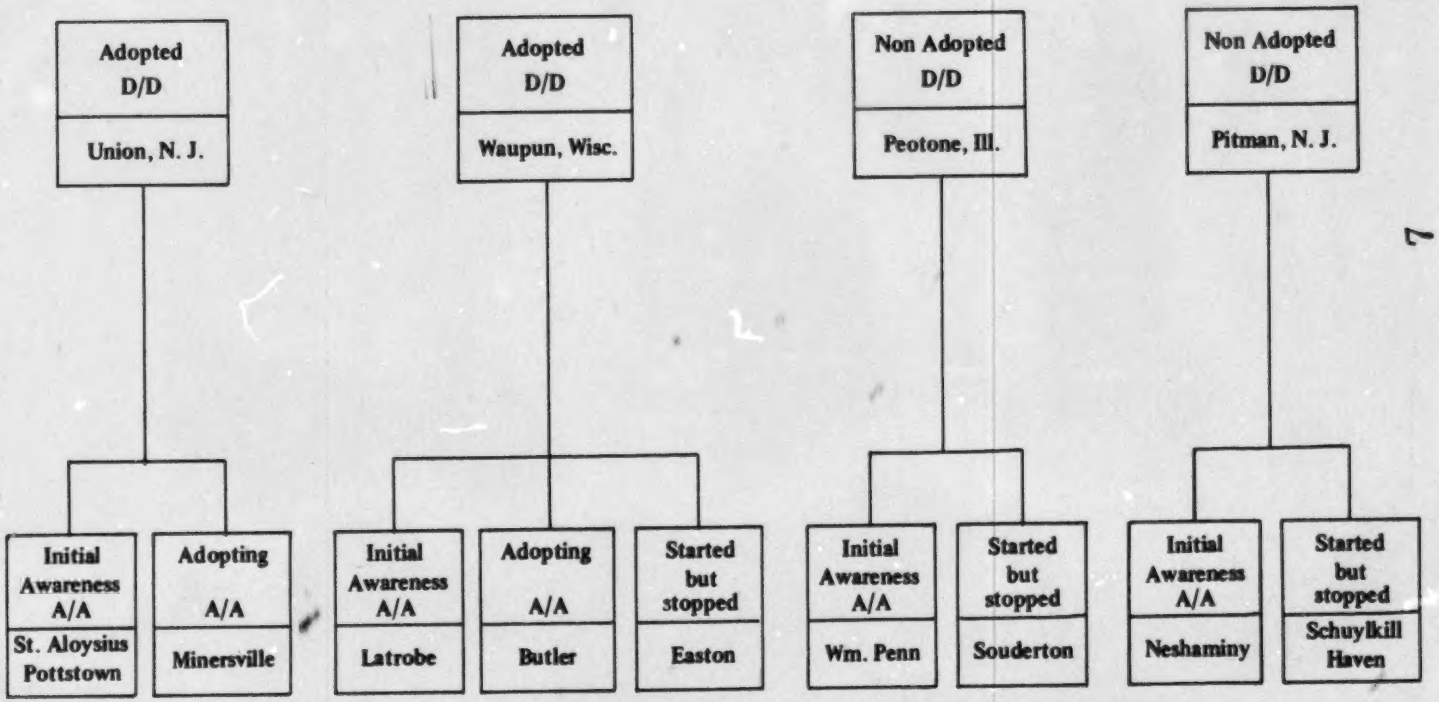

FIGURE 1
SAMPLE SITE SELECTION FOR INTERVIEWS

The recordings were summarized by the interviewer the evening after the session and included in the documented interview form. Personnel conducting the interviews submitted the interview summaries which are in the files of the Pennsylvania State Facilitator.

3.1 Instrument Usage/Modification

The interview instrument appears as designed in Appendix 1. During the course of the Evaluation staff interviewers did not modify the actual questions but did rearrange the order in which questions were asked. In an attempt to keep the interview with DDs directed toward their interaction with Pennsylvania first and their general reflections on Title III – 306 across the country last, the order of questioning was as follows: No. 14, No. 15, No. 16, No. 4, No. 5, No. 8, No. 9, No. 10, No. 12, No. 11, No. 1, No. 2, No. 3, No. 18, No. 19, No. 20. For the Adopter/Adapter interviews the questioning followed the order of the instrument. Often, the local district was not involved in the nationwide program and some interviewees had to be briefed on the RISE – 306 Program to jog their memories.

3.2 Interview Procedures

Logistics for interview dates and times were arranged by the State Facilitator. The interview time varied according to the degree of involvement with the project (whether adopted or not etc.) and the personality of the interviewee. The interviewer was instructed to serve as a sounding board as well as to cover the pertinent questions. In this manner various insights were gathered which might not come forward if the structured instrument was followed rigorously. In general DD interviews averaged ninety minutes; AA interviews averaged fifty minutes.

Representatives interviewed from the DDs involved in the sample were knowledgeable in terms of the interaction with Pennsylvania. Representatives from the AAs in a few cases were not those most involved in interacting with the DD projects and in these cases information conveyed may not have been as pertinent as possible.

After all interviews were completed, the evaluator sent letters thanking each of the interviewees for their cooperation in the evaluation effort and suggesting contact with the Pennsylvania State Facilitator for further assistance, information, etc..

4.0 DEVELOPER/DEMONSTRATOR REPRESENTATIVES INTERVIEWS

4.1 Introduction

Developer/Demonstrator representatives were found to be highly motivated individuals vibrantly involved in the benefits of their own project and anxious for its dissemination. They were extremely outspoken and candid in their remarks. Honest assessment of the role of the Pennsylvania's State Facilitator was given. Together with these assessments the Developer/Demonstrators were quick to point out their very personal wishes as to the role they wished a state facilitator would play. Their opinions about the state facilitator network represented a blend of interest in the success of the National Diffusion Network (NDN) as a whole together with recommendations which would establish the state facilitator as a more direct link between their own projects and possible adopter/adapters.

In order to do justice to the comments of the respondents, it has been necessary to summarize their evaluative statements concerning both the Facilitator Program in Pennsylvania and their ideas about the facilitators in the National Diffusion Network. Throughout this section, therefore, a dual narration will address the PA Facilitator Program and the National Diffusion Network.

4.2 Developer/Demonstrators' General Perception of the Pennsylvania State Facilitator Program

The representatives of the four developer/demonstrator projects were unanimous in their approval of the Pennsylvania State Facilitator's conduct of operations in which they were involved. Praise was directed toward the relaxed and cooperative communication system established and to the well organized logistics evidenced in all contacts.

In the absence of enough time to do all they would like to be able to do, the Developer/ Demonstrator Representatives (DDs) who had to travel from great distances to Pennsylvania could not overemphasize their approval of the arrangements for travel, lodging, proper directions, etc. which allowed them to keep the tight schedule circumstances imposed on them. In two instances the DDs pointed out that their experiences with the State Facilitator program in Pennsylvania ranked well above many other states.

The RISE Newsletter containing information about the RISE – 306 program was looked upon favorably with one DD rating it among the best encountered. One DD reflected on experiences in Pennsylvania and pointed out that in that state it is obvious that the school districts place unique trust in the state facilitator and endorsement by the S. F. of a project appears to be a practical necessity for a successful adoption/adaption. Since there was a mixture of DDs from projects adopted and not adopted in the interview, the common area of evaluation for all of them centered on telephone, mail and awareness session contacts with the Pennsylvania Facilitator. Telephone contact was rated extremely effective, informative and cordial. Awareness session contact in Pennsylvania reflected well planned and prepared involvement by the State Facilitator. Mail contact was considered adequate by two of the DDs but in the other two DDs some concern was evident in this area. Because of the volume and diversity of districts in which they were involved, these two demonstration projects felt that written documentation of even verbal communiqués was the responsibility of the Pennsylvania State Facilitator and such documentation was presently not adequate.

The DDs pointed to their being interviewed and the very process of Pennsylvania conducting an evaluation of its State Facilitator program as an example of the evident attempt the Pennsylvania project is making to meet all its responsibilities in the National Diffusion Network. Both the DDs whose project had not been adopted in Pennsylvania were extremely impressed that the State Facilitator had designed a self evaluation process which included the non-adopted DDs as well as those that had been adopted.

In similar fashion, one DD praised the interview process as being more effective than a questionnaire/survey type evaluation. "Questionnaires do little, because I may interpret

the question differently than it was intended. In the interview process, the interviewer can bring out the true meaning of the response." All of the DDs were anxious to see how the evaluation fit together and to receive a copy of the report.

In directing attention to possible weaknesses in Pennsylvania's State Facilitator Program, the respondents concentrated more on their own concepts of the ideal state facilitator program rather than actual omissions in the Pennsylvania program. A concern voiced by two of the DDs was lack of feedback/evaluation by awareness session attendees. Since the other two DDs had received such information (actual copies of evaluation questionnaires by attendees) it is obvious that Pennsylvania has an awareness session evaluation process but the communication of this information breaks down in some instances.

An interesting reaction by the DDs which points up the personal idiosyncrasies of the DDs which the Pennsylvania state facilitator is called upon to meet is shown through comments about the composition of the awareness sessions. In the case of two of the DDs interviewed, awareness sessions were offered as joint awareness sessions with more than one DD present. Attendees were allowed to select the presentation they wished to attend. The awareness session for one DD was a single offering and dealt with a captive audience. The fourth awareness session was first scheduled in Pennsylvania but then transferred to the home site of the Demonstrator Project and attendees were sent to the site.

Criticism was offered about the arrangement of an awareness session which pitted multiple Demonstrator projects against one another and did not allow attendees to benefit from a presentation since they chose to attend a different Project presentation. Criticism was offered against the cost efficiency of having only one Demonstrator Project presented to a gathering from many school districts. Criticism was offered about having too varied an audience present at the demonstration. Criticism was offered about sending teachers only to an out of state mini-awareness session without allowing the DD representatives to meet with administrators and the personnel influential in decision making.

One Developer/Demonstrator Representative whose project is being adopted in Pennsylvania schools and districts pointed to failure on the part of the State Facilitator to interact with the adopter/adapter sufficiently to keep track of what is going on and to communicate this to the DD. A list of addresses of schools, districts and personnel to be contacted should be furnished to the DD in order that follow-up procedures, evaluation, etc. may be conducted. A case in point was a school employing the DD's project for an entire year without the DD being aware of any commitment beyond the interest stage.

The strategy which has been developed for the State Facilitator (S.F.) for Dissemination-Diffusion of National Diffusion Network projects appears in Figure 2. Within the strategy, as outlined, is included a step wherein the State Facilitator conducts an interview with potential adopter/adapter districts concerning needs and mutual selection of course of action. In the Facilitator's plan, this technical assistance is supplied after a potential A/A has received awareness materials and/or attended the initial awareness session presented by the DD and has contacted the SF to investigate the continuation of the process leading to a decision to adopt a project. In the evaluation of the Pennsylvania State Facilitator's pre-awareness session activities, the DDs, especially those for whom few or no adoptions have resulted, voiced concern that the state facilitator had not conducted a needs assessment prior to the awareness session which would serve as a screening device to ensure that the audience at the session consisted of high potential adopters. In discussing this concern with the DDs it is obvious that they feel that in light of the numerous requests they are receiving to make presentations throughout the nation, their time is too limited to devote to sessions which simply serve to acquaint possible adopter/adapters to their projects. The DDs desire the awareness session to serve more as the initial training session for the first step of an intended adoption. This criticism of the pre-orientation involvement of the SF is not apropos in terms of the Pennsylvania strategy. It is recommended, however, that in light of the input from the DD and the increased demands on their time, the Pennsylvania State Facilitator determine whether the considerations voiced by the DD should be absorbed into a modification of the dissemination-diffusion project for the following year.

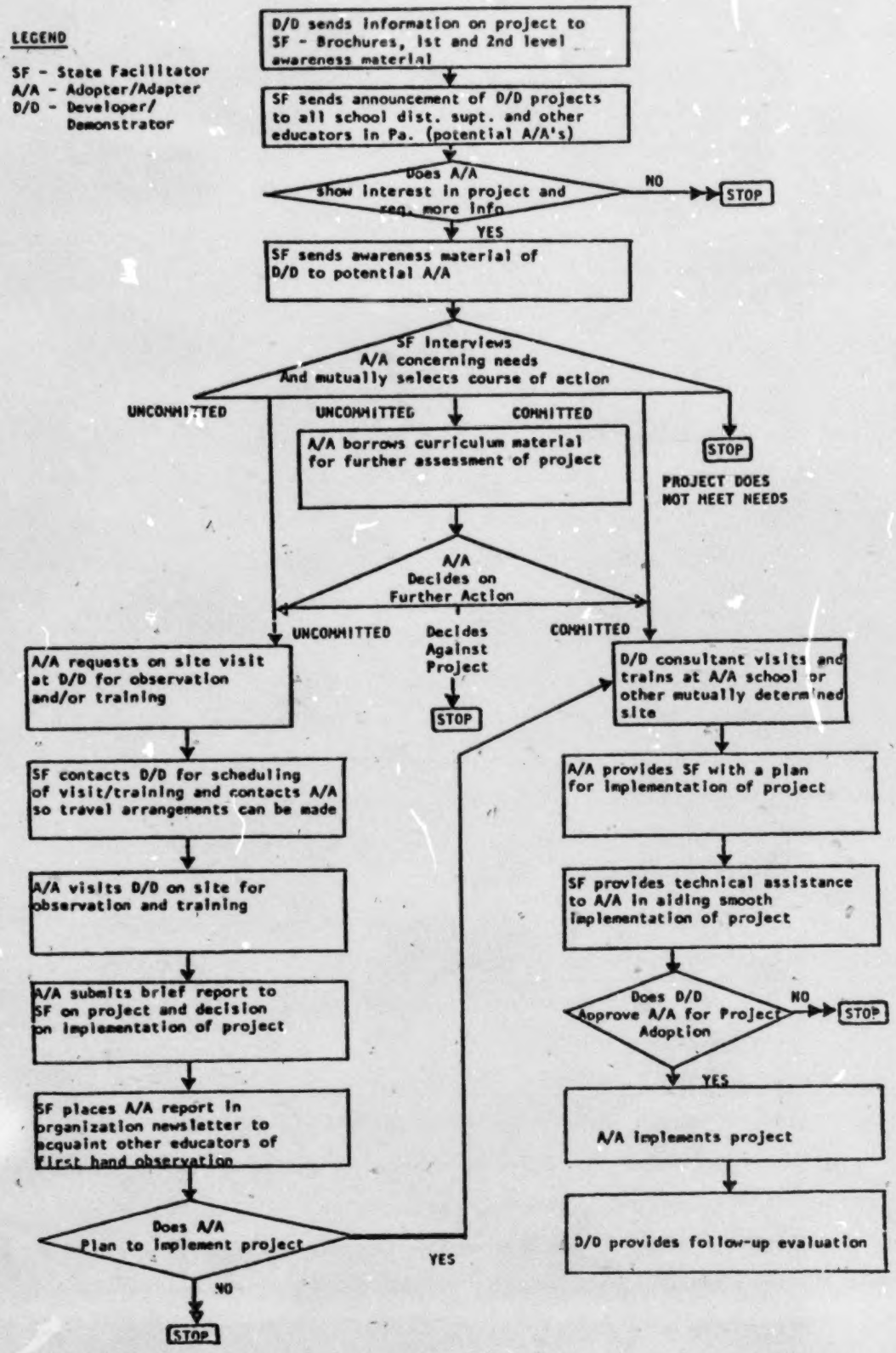
LEGEND
SF - State Facilitator
A/A - Adopter/Adapter
D/D - Developer/ Demonstrator
D/D sends information on project to SF - Brochures, 1st and 2nd level awareness material
SF sends announcement of D/D projects to all school dist. supt. and other educators in Pa. (potential A/A's)
Does A/A show interest in project and req. more info
NO
STOP
YES
SF sends awareness material of D/D to potential A/A
SF interviews A/A concerning needs And mutually selects course of action
UNCOMMITTED
UNCOMMITTED
COMMITTED
A/A borrows curriculum material for further assessment of project
STOP
PROJECT DOES NOT MEET NEEDS
A/A Decides on Further Action
UNCOMMITTED
Decides Against Project
COMMITTED
STOP
A/A requests on site visit at D/D for observation and/or training
D/D consultant visits and trains at A/A school or other mutually determined site
SF contacts D/D for scheduling of visit/training and contacts A/A so travel arrangements can be made
A/A provides SF with a plan for implementation of project
A/A visits D/D on site for observation and training
SF provides technical assistance to A/A in aiding smooth implementation of project
A/A submits brief report to SF on project and decision on implementation of project
Does D/D Approve A/A for Project Adoption
NO
STOP
YES
SF places A/A report in organization newsletter to acquaint other educators of first hand observation
A/A implements project
Does A/A Plan to Implement project
YES
D/D provides follow-up evaluation
NO
STOP

FIGURE 2
STRATEGY OF PENNSYLVANIA STATE FACILITATOR FOR DISSEMINATION–DIFFUSION OF RISE PROJECTS

A second area in which the DD wanted the Pennsylvania State Facilitator to improve the diffusion-dissemination strategy was the area of evaluation of the implemented projects. In Figure 2, which portrays the Facilitator strategy plan, the D/D is singled out as the agent responsible for follow-up evaluation and the state facilitator has no specified involvement. This recommendation will therefore be investigated in the following section concerning the DD's general recommendations for state facilitators of the NDN.

To summarize the specifics of the DD's general perceptions of the Pennsylvania State Facilitator Program indicated strengths and weaknesses are protrayed in tabular fashion:

TABLE 1
SPECIFIC STRENGTHS AND WEAKNESSES
ATTRIBUTED BY DEVELOPER/DEMONSTRATORS
TO PENNSYLVANIA RISE – 306

	Indicated Strengths	Percent of DDs
1.	Congenial and Cooperative Personal Contacts	100%
2.	Telephone Communication	100%
3.	Logistical Arrangements	75%
4.	Strong Educational Role Respected by Pa. School Districts	75%
5.	Excellent Newsletter Coverage	50%
6.	Awareness session planning and Organization	75%
7.	Self Evaluation of Facilitator Strategy	100%
	Indicated Weaknesses	**Percent of DDs**
1.	Insufficient Written Documentation	50%
2.	Failure to Communicate Awareness Session Evaluation results	50%
3.	Insufficient pre-screening of awareness session attendees	50%
4.	Insufficient follow-up and interaction with Adopter-Adapter Districts	25%

4.3 Developer/Demonstrators' General Perception of the Role of the Facilitator in the Nation Diffusion Network

A State Facilitator project to aid in the diffusion/dissemination of National Diffusion Network projects was unanimously agreed upon by all the DDs as a necessity. To one DD the state facilitator project is the only imaginable, viable process which could bring

about success of Title III–306 diffusion. The effectiveness of the state facilitator is admittedly varied from state to state. Although each DD was most interested in the facilitator program increasing adoption/adaptions of specific projects, there was common consent concerning factors they wish incorporated into the job description of the ideal State Facilitator Program.

The DDs made very clear their hope that across the nation state facilitators would increase the focus of their attention on the diffusion aspect of their projects. A criticism voiced by the DDs was that the state facilitators have generally assumed too passive a role and concentrated mainly on the dissemination process. DDs would like to see state facilitators gain complete knowledge about the National Diffusion Network programs in existence and assume the role of a salesman or broker pushing the programs which they perceive as meeting the needs of districts. In essence, the DDs are looking for the state facilitators to conduct the initial awareness sessions themselves and, if possible, some DDs would like the state facilitators to assume a turnkey role in the development of the actual adoption/adaption. In line with the turnkey concept one DD suggested that the state facilitator concentrate initial efforts in getting a few specific districts to adopt NDN projects which meet statewide needs. After these districts have adopted a project and have been evaluated and classed as a success, other districts can be encouraged to follow the projects adopted within their own state. A minimum of need for contact with the original Developer/Demonstrator would result since training, observation, etc. could be conducted at the existing project sites. Cost efficiency for travel would likewise increase under such a turnkey system.

The Developer/Demonstrators are in accord in their desire to have the state facilitator committed to a continuing role in the districts that opt for adoption. The DDs are facing overextension in their efforts. Manpower, time and money commitments are mushrooming. The decision for such commitments lies in the hands of the state facilitator at present. If the state facilitators can themselves provide technical assistance on projects or at least identify and have someone established as the major coordinator and technical assistant for a project, the Developer/Demonstrator personnel will not be required as often to be physically present.

The DDs want the state facilitator to assist in, if not independently conduct, the evaluation of the adopted project. The SFs would then disseminate their findings to the Developer/Demonstrator as well as other districts within their states. Some areas which have been seen as weaknesses in some state facilitator projects across the nation were: Failure to screen attendants to awareness, training sessions, etc. In many cases, it was obvious to DDs that personnel were looking upon the trips as junkets. In other cases, DDs found that their travel, etc. resulted in their facing audiences with no interest in their projects. Insufficient follow-up by state facilitators after initial involvement by the DDs with districts resulted in projects dying on the vine. Facilitator lack of knowledge of programs is a weakness that the DDs feel should not be tolerated since they hold such a key position in the process.

It is evident that the role of the state facilitator is judged essential by the DDs and they are actually calling for the state facilitator to expand responsibilities and act as the extension of the DD not just as the intermediary or simple coordinator. It is only logical that with the expansion of the NDN network, the demand for services which the state facilitator could provide has also increased.

4.4 Developer/Demonstrator Interaction with Pennsylvania Potential Adopter/Adapters

The sequence of steps initiated in the involvement of all four Developer/Demonstrators with Pennsylvania school districts were in accord with the strategy as laid out in the State Facilitator's plan.

1. Developer/Demonstrator mailed information concerning their projects to Pennsylvania.
2. The next contact came from the State Facilitator's request for more expanded/detailed information of the DDs.
3. Additional materials were forwarded for the DD to potential AAs or brought along to the awareness session scheduled at this juncture.
4. Awareness sessions were conducted by three of the DDs. Some training orientation to the various projects was offered at these sessions.
5. For one DD, no awareness session was offered, but a group of representatives interested in the project traveled to the project site for a mini-awareness session.

6. An on-site visit by personnel from the adopting/adapting Pennsylvania District was made in one case. During this visit in-depth training in the specifics of program implementation, as well as the general philosophy behind the project, was covered.
7. In one case where a Pennsylvania district entered into an official adoption, personnel from the DD project went to the adoption site to conduct in-service training in the project. This particular Pennsylvania district received additional DD support through supplementary DD personnel visits.
8. Another Demonstrator/Developer has scheduled a training session at a district which implemented the project immediately after the initial awareness session.

In summary the stages of interaction of the DDs paralleled the State Facilitator's steps exhibited in Figure 2. Individual circumstances surfaced according to whether districts continued the actual adoption stages or not.

In responding to questions concerning the steps toward the adoption process, both of the DDs who represented projects not adopted in Pennsylvania evidenced interest in the reasons for the failure of districts to respond positively to their projects. In one case the DD personnel felt that the audience response to their awareness session presentation was not "warm" and felt that their project was not very compatible with existing Pennsylvania standards. The pupil screening process called for in this project appeared to the presenters to be new or unique. In the second case the DD pointed out that the personnel involved in their awareness session were not decision makers (i.e., administrators) and that one group of teachers present at the session came from a conservative rural district where parochialism has established resistance to change such as required in the DD project.

4.5 Developer/Demonstrator Reflections on Interactions

For the projects which had little or no interaction with Pennsylvania districts beyond the awareness session, the questions dealing with local decisions, etc. had no meaning. For the two DDs who have had adoptions in Pennsylvania, there was suprisingly little

knowledge of factors such as from whom the impetus for adoption came; whether there were critical factors influencing the adoptions either positively or negatively or whether there was a key turning/critical point which led to the decision.

Financial and technical assistance from the State Facilitator were judged as important contributions to the adoption by both accepted DDs. The DDs felt that early technical assistance from them (i.e., having representatives conduct training sessions with key district personnel) was important to the adoption. The major support needed from the home district was the commitment of personnel to carry the project through. The two projects adopted from the DDs both required little initial outlay of funds and each of the DDs pointed to this as a positive factor in their popularity.

5.0 ADOPTER/ADAPTER REPRESENTATIVE INTERVIEWS

5.1 Introduction

Adopter/Adapter representatives in general did not have great familiarity with the RISE – 306 program as a separate entity from the universal services they were accustomed to receiving from RISE. If initial questioning by the interviewer revealed confusion between the role of the State Facilitator and RISE services, the interviewer explained the role of the facilitator, the purpose of the interview and requested the responses to be directed as much as possible to the interaction regarding the RISE – 306 project.

A total of nine representatives for adopter/adapter districts (AAs) were interviewed. In one case the representative was ill and a secretary provided some information. A long distance phone call to the representative satisfied the completion of the interview.

In general terms, four of the AAs had minimal knowledge of RISE – 306 beyond a vague connection to an awareness session. The other five AAs were conversant with the purpose of the project and the concept of the National Diffusion Network. In the former situations, the interviewer filled in the AA representatives on the concept of the project and in both the former and latter situations, described the role that they could play in this evaluation through their cooperation.

5.2 Adopter/Adapter General Perceptions of the Pennsylvania State Facilitator Program

The consensus opinion of the Facilitator program taken "in toto" was extremely positive. The ease with which districts could get the RISE – 306 Facilitator's assistance was alluded to repeatedly. The assistance received from the Facilitator was judged critical in three of the AAs. Two of these were adoption sites and one was a site which initiated an adoption for a DD project in this sample but then stopped the process. This last site, however, is continuing the adoption process for other NDN projects through the assistance of the Facilitator. In these cases, the AAs stated that without the RISE – 306 Facilitator, adoption would never have become a reality. To quote one AA, the RISE – 306 project "eliminates a lot of reinventing the wheel and is a tremendous project badly needed by Districts." Another AA stated, "We could not have been able to afford getting such a project into our school without the Facilitator's help." Yet another AA commented, "Our District could not have come up with a Learning Disability Program without the RISE – 306 assistance."

In relation to the services offered by the State Facilitator including the information transmitted about NDN through the RISE newsletter, there was absolute unanimity in the AAs responses. All of them stated that they felt the services offered were excellent. The comments were so laudatory that some must be included here.

"I was surprised that the process was as easy as it is." "Absolutely tremendous!, Most Cooperative! I can't say enough about the help received. Doors were opened, we were given leads to new programs, the project personnel couldn't be of more use." "Information requested is sent back rapidly, very good cooperation on requests." "We get good feedback, what I like is they have not been pushy in trying to get us to follow through."

In discussing the strengths exhibited by the Facilitator for RISE – 306 the lack of a real grasp of the role of the facilitator and the diffusion network as a whole mitigated against in-depth analyses from the AAs. The areas which did receive notice, however, were:

- Information dissemination-communication
- Ability of State Facilitator and staff of Rise to set teachers at ease and gain their respect at sessions, etc.

- Ease of paper work for AA
- Rapidity of response
- Genuine interest evidenced
- Good Newsletter
- Good management process

In detailing weaknesses in their interaction with the RISE – 306 Facilitator, the AAs were, in general, hard pressed to discover any. Some areas which were alluded to as weaknesses were as follows:

- Not enough districts are using the RISE – 306 services
- Communication through the Intermediate Unit office may be the cause of breakdown of keeping up on projects.
- Financial support associated with RISE – 306 should be spelled out better
- No real involvement of RISE – 306 in a project adopted by one district

The AAs did not, in general, manifest many recommendations for improvement/change for the RISE – 306 Program. AAs who did not adopt felt that the facilitators had done as much as possible and AAs with an adoption in all cases but one were tremendously pleased with all aspects of the facilitator's assistance. In some AA interviews, the general commentary section did bring forth some ideas for even better performance of the project. It was suggested that the state facilitator send out to all school districts a questionnaire asking for the three primary program need areas of each district. When results are collected the State Facilitator could identify NDN programs contructed to meet those needs and mail literature about these projects to the respective districts. This effort would reduce the present shopping list approach. If the same needs are reported by many districts within an Intermediate Unit (I.U.), the I. U. director could be made aware of the similarity of needs and the NDN programs of interest for these needs.

All of the AAs cited the sequence of steps followed by them and the RISE – 306 Facilitator as being in basic accord with the planned strategy outlined by the State Facilitator and appearing in Figure 2. In many cases the awareness session to which the AA was

invited fit the interest they had communicated to the State Facilitator after receiving original information on DD projects: The actual steps followed varied with each AA in terms of how far they went in the adoption process.

Pennsylvania AAs clearly judged the RISE – 306 State Facilitator's performance outstanding. In two cases, the people representing the AA were not completely knowledgeable about the actual process carried on in their district and their answers, opinions etc. were vague and noncommittal. Their people had praise for what they knew of the interaction but stated they could not really give a complete picture. The one AA which did react negatively to the State Facilitator role was one which requires explanation. This particular AA was involved in an awareness session the day before classes began in September 1975. The teachers (two) who responded to the interview were present at that awareness session. The day of school opening they were presented with materials on the project by a school administrator and told to implement the project. The State Facilitator was not informed of this "instant adoption" nor was the DD. Both Facilitator and DD were of the opinion that the district was in the first stages of the adoption process. The teachers implementing the program felt frustration about the project. They could not see the RISE – 306 Facilitator as playing any role and were under the misapprehension that adoptions were designed as it was occurring in their district. The interview of their adaption was thus very negative.

5.3 Adopter/Adapter Interaction with Developer/Demonstrators

The AAs in the process of adopting or those who have gone through the formal adoption process felt their interaction with the DDs had been extremely satisfying. In one case, the AA stated that the DD had extended its services to a degree far beyond what would be normal. All of the AA's implementing programs singled out the cooperativeness of the DD. The adopting AAs revealed satisfaction because the project was meeting or was going to meet a real need of their district. In one case, a district going on to adoption has spent almost an entire year determining that the project can be adapted to local needs. An outside consultant was brought in to evaluate the materials employed in the NDN program in light of the children's needs.

The AAs that did not go beyond the initial stages had some criticisms of the DD materials. No criticism of the awareness sessions was voiced. Apparently, each DD presented its project with competence and enthusiasm. Two AAs voiced criticism about a particular DD's information brochure. The brochure was unclear and did not present the interested AAs with enough information to decide whether the program was a possibility for their district. Thus, an awareness session was a necessity for acquaintance with the program.

Throughout the course of the evaluation, attention was paid to the reasons offered by the AAs concerning their actions following upon their initial involvement with the DDs. In terms of intention to adopt or not to adopt the various projects the breakdown among the AAs was as follows:

Formally Adopted – 1

Informal Adoption – 1

Firm intent to Adopt – 1

Began adoption but then stopped – 3

After initial awareness session decision made not to continue – 3

The districts which stopped after the initial adoption process offered the following reasons:

- The project was accepted, approved and ready for implementation in the Fall of 1975. Just before school opening the budget for the school program in which the project was to be adopted was voted down. Result – no Kindergarten pupils – no project.
- No pupils elected to enroll in the course offered by the school which would have incorporated the DD project.
- Pupils were already overloaded. The project, if adopted, would have entailed too great a load on pupils.

The districts which did not go beyond the awareness session gave the following explanations:

- The project would have called for too much involvement of pupils in an area which is already requiring one-half day through another project in operation.

- The project was investigated in terms of information it could offer. Our district would not adopt a program from outside. Rather we adapt things for our own usage.
- When investigated by our teachers the program did not appear to have enough to offer our district.

6.0 DEVELOPER/DEMONSTRATOR – ADOPTER/ADAPTER COMPARISONS

6.1 Introduction

In analyzing the interviews with the DDs and the AAs who interacted with the DDs, an attempt has been made to determine the extent to which agreement existed in the viewpoint of the actual process. In the following paragraphs, the two Developer/Demonstrator Projects without adopters and the two Developer/Demonstrator Projects with adopters shall be treated separately.

6.2 Non-Adopted Developer/Demonstrator Projects

The DD representative from the first of the non-adopted projects described the contact with Pennsylvania potential AAs as information dissemination. The presentation of the DD at the awareness session was not directed to a specific AA or in response to request for details. Personnel from the DD at the awareness session felt that Pennsylvania was not well organized in its approach to the grade level to which their project was directed. The DD has had marked success in other states and was puzzled why contact with Pennsylvania appears at an end after the one session.

In responding to question about the RISE – 306 involvement the AAs who were present at the above DD's awareness session pointed out that their involvement in the awareness session had come about because of a desire to learn about that type of program. One of the AAs remarked that information brochures, correspondence, etc. has reached a saturation point in the school system and worthwhile information coming by mail often is overlooked. This AA relies on the awareness sessions as the means by which its personnel can acquaint themselves with projects of interest. The AA did purchase a single kit

of materials from the DD and the philosophy of the AA holds that the adoption process would not be suitable for its district. The RISE – 306 program awareness sessions allows exposure of staff to new ideas to incorporate in their own classrooms. The second AA commented on the DDs excellent presentation at the awareness session, but remarked that for its district decision makers were not present. This AA had also purchased a kit from the DD through the RISE – 306 Facilitator in the hopes of adopting early disability detection facets into its own screening processes. The AA was committed to an established project for its pupils and would not be interested in DD adoption, but rather wished to absorb ideas, techniques, etc.

The DD representative from the second of the non-adopted projects pointed out that the initial contacts with Pennsylvania had come about through phone calls and a visit from an Intermediate Unit official at the DD site. Arrangements were made for DD presentation at an awareness session in the Intermediate Unit which was later cancelled and replaced by a group on-site visit at the DD project. The DD representative felt that the AA personnel who came to the site were not committed to full involvement in the project. Another factor which the DD felt worked against any adoption was that the AA personnel came from conservative rural areas and they as teachers would not be able to swing commitment to the DD project. The DD expressed the desire to be able to contact decision makers from the AAs.

One AA representative made mention of the fact that some personnel involved in the on-site DD visit were not too interested in the educational aspect of the DD project. An unfortunate atmosphere was created at the site. Both of the AA representatives had definite plans for following procedures which would eventually lead to adoption of the project; however, circumstances in their own school logistics led to cancellation of such plans. These circumstances had nothing to do with the merit of the project, its acceptance or rejection by decision makers. The AAs had personnel capable of conducting the project and it would have been cost effective.

The DDs who conducted awareness sessions and received no adoptions tended to look upon their involvement with Pennsylvania AAs as a failure since there were no adoptions.

It is obvious that the AAs felt the awareness sessions had served a successful purpose for them since those desirous of information gained what they wanted from the session and in the second case only uncontrollable circumstances brought the adoption process to a halt.

6.3 Adopted Developer/Demonstrator Projects

One of the DD representatives of a project which is in the process of formal adoption remarked that a major problem in the AAs was their tendency to go off on their own and not follow agreements of adoption unless kept under close scrutiny by the State Facilitator. This DD also pointed out that the awareness session itself pointed up a need in the AAs which they had previously not identified for themselves. One of the AAs present at the awareness session of this DD Project implemented the project in its schools on the first day of the school year without notifying either the RISE – 306 Facilitator or the DD. When made aware of this fact as a result of this evaluation process, both State Facilitator and DD were surprised. The case did, however, serve as a perfect example to the DDs remark about interaction with AAs. In the second AA, project kits were purchased based on the awareness session and a local needs assessment was done to determine the applicability of project to the district. The decision was then made to continue to a formal adoption of the project.

The other DD which has been adopted by a Pennsylvania AA pointed to their representative's perception that the adopting district was aware from initiation of the needs of their districts. In the awareness session other potential AAs were also present and responded positively. Those AAs with administrators present tended to be the ones where the greatest chance for continuing to adoption would follow. The AA which has completed the adoption process did have as its main proponent one of the chief administrators of the district and support for the project followed from school principals and teachers. In one of the AAs which did not go on to adoption, an administrator had established the adoption of the project as a strong possibility and had gained board approval for adoption of the project before budgetary problems forced cancellation. In the other non-adopting AA, the decision to terminate any adoption process was arrived at when teachers and administrators in conjunction judged that the project did not offer much beyond what was already being done in the district.

7.0 COMMENTARY; CONCLUSIONS; RECOMMENDATIONS

7.1 Introduction

In the previous sections an attempt has been made to present the interview summations as objectively as possible without editorial or explanatory comment. In the following sections the evaluator will incorporate an understanding of the entire evaluation process into reactions to the interviews and will state its conclusions and offer recommendations for the Pennsylvania State Facilitator.

7.2 Comments on Developer/Demonstrator Interviews

The Pennsylvania State Facilitator made a very positive impression on three of the DDs. The fourth DD had a specific complaint for the state facilitator which shall be addressed later in this section.

The DD interviews reflected a strong impression of mutual cooperation with the Pennsylvania State Facilitator. RISE – 306 project efforts were spoken of in laudatory terms.

In the two cases where the DDs stated they had not received awareness session evaluation returns they were correct. Criticism concerning the various approaches to awareness sessions did not seem justified. The state facilitator employed a variety of awareness sessions. This variety incorporated each suggestion of the DDs for the best possible awareness session. In the interview with one DD, two representatives reacted differently to the question about the awareness session. One representative thought dealing with a captive audience with no other DD present was ideal, while the other representative criticized this awareness session as not being cost effective since other DDs were not represented. It is apparent that the DDs reactions to awareness sessions were based on personal preferences.

In the case of an adopted DD which expected the state facilitator to supply it with addresses of schools adopting etc., it was discovered that requests for adoption kits etc.

went directly from the district to the DD. The state facilitator was not provided with copies of these kit requests from the DD and thus was not kept informed by the DD on the extent to which the district was following up the awareness session.

One of the DDs was critical of the organization and logistical structure employed. Upon investigation into the complaint of this DD, the evaluation personnel discovered that the Pennsylvania State Facilitator was aware of the problems in this case but the logistical difficulties, i.e., cancellation of a PA awareness session on short notice; arrangements of a DD on-site visit for nine persons on short notice; attendance by only five persons (some of whom were not interested in the project) came about because of the involvement of a third party administrator from a Pennsylvania Intermediate Unit. In actual fact, this particular AA/DD interaction was conducted without much State Facilitator involvement. The DD did have a legitimate complaint, however, in as much as the State Facilitator reported follow-up on the awareness session verbally and not in written form to the DD on the reaction, evaluation and future plans of the Districts involved in the session.

In its role as chief disseminator and diffuser of Title III projects, the Pennsylvania State Facilitator cannot impinge on the rights of Intermediate Units/School Districts/Administrators in order to react one on one with the DDs. The State Facilitator can encourage working through channels and in situations where difficulties are apt to occur, the State Facilitator must inform the DD in order that it be aware of the situation. If the DD feels that the AA must work through the State Facilitator the obligation falls upon the DD to make this known to the AA.

The plan of strategy which the Pennsylvania RISE – 306 project has outlined appears in Figure 2. In all cases investigated the processes followed by the DD, AA and State Facilitator fundamentally followed this strategy. The discussions with DDs, however, pointed to a basic difference in the process the facilitator is presently following and the ideal process the DDs would like to see followed. Based on the interviews the differences which DDs would like to see incorporated in the initial phases of the strategy appear in Figure 3.

RISE – 306 STRATEGY	DD INTERVIEWEE STRATEGY
D/D sends information to SF	– D/D sends information to SF
SF sends announcement to D/D Projects to all school District Superintendents and other educators in PA. (Potential A/As)	– SF sends announcements of D/D Projects to potential AAs.
Does A/A show interest in project and require more information.	–
SF sends awareness materials of D/D or arranges awareness sessions for potential AAs.	SF determines need of various potential AAs and acts as Broker going back to AAs with follow-up. SF performs a needs assessment to determine which AAs are true potentials and arranges invitations to awareness sessions based on these results. SF becomes conversant with project presented at awareness session and follows up to potential AAs.
SF interviews AA concerning needs and mutually selects a course of action.	– SF and AA determine course of action

Legend – **SF State Facilitator**
A/A Adopter/Adapter
D/D Developer/Demonstrator

FIGURE 3
INITIAL STAGES IN PENNSYLVANIA STRATEGY FOR RISE – 306 AND MODIFICATIONS SUGGESTED BY DDs

Although the actual strategy for the state facilitator is not specified in detail by the USOE, the general philosophy of the role of the state facilitator has been imparted to the Facilitators. The basic pattern of job responsibility for the facilitator is a) to inform the schools about Title III approved programs (disseminate) and b) aid the schools in

the actual adoption of such programs (diffusion). A major aspect of the adoption process is the expected matching of the needs and interests of the school district to the objectives of the DD's project. In establishing the strategy for Pennsylvania the State Facilitator incorporated the need for the districts to make responses as triggers for following steps leading to adoptions. The DD interview suggestions pointed to the desire for intervening steps for the State Facilitator prior to district response. These intervening steps, however, appear to take on the form of persuasive influences and possible decisions. In their quest for more effective use of their resources, the DDs may be overlooking the fact that allowing the districts to make their own uninfluenced decisions is often the most sure way to the goal of the diffusion process. Such a process is, by its nature, inefficient in use of time but when the district arrives at its own uninfluenced decision to adopt a project, the chances of the success of the project are much greater. If the projects are brought into the district without the intra-district commitment, there is the chance of resistance to change brought about by outside influences. The Pennsylvania State Facilitator strategy is directed toward assistance without emphasis on influence and appears to be in line with the general philosophy of the National Diffusion Network. In accord with the philosophy of the RISE project, DDs involved in "non-adoption awareness sessions" are certainly not classed as DDs that have been ineffective. As shown by the responses of the non-adopting Pennsylvania AAs, the awareness sessions did provide them with the information they sought concerning the programs and allowed them to make an intelligent decision concerning the adoption/non-adoption for their own districts. Because of the increased demand on the time of the DDs, however, it is logical that they feel they cannot afford to offer manpower to awareness sessions that are no more than acquaintance sessions. It would be advisable for the State Facilitator to ascertain that those selected for awareness sessions have received all of the preliminary information about the project which is available. If the DD normally distributes materials at the awareness session it would be advisable for the State Facilitator to request these materials prior to the awareness session and disseminate these to the potential AAs so that they might absorb them prior to the session.

Another area to which the DDs would like to see the state facilitators turn their attention is the evaluation of the project. Figure 4 shows the comparison of the Pennsylvania State Facilitator strategy final steps with the final steps suggested by the DDs.

RISE – 306 STRATEGY	DD INTERVIEWEE STRATEGY
SF provides technical assistance to AA in aiding smooth implementation of project	– SF provides technical assistance
DD approves AA for adoption	– DD approves AA for adoption
AA implements project	– AA implements project
DD provides follow-up evaluation	– SF provides follow-up evaluation

Legend – **SF State Facilitator**
AA Adopter/Adapter
DD Developer/Demonstator

FIGURE 4
FINAL STAGES IN PENNSYLVANIA STRATEGY FOR RISE – 306 AND MODIFICATION SUGGESTED BY DD's

Although DDs voiced an interest in the SF evaluating adopted projects, it appears again that this function is beyond the general job responsibility of the State Facilitator as the Network now stands. Apparently the difficulties which face the DD in evaluating widely dispersed programs has prompted them to look for local help in the evaluation. Perhaps a plan can be developed whereby the state facilitator acts as the clearinghouse for the evaluative information which is then passed on to the DD. To expect the SF to perform the actual evaluation is not currently an aspect of the National Diffusion Network philosophy.

General criticism directed to passiveness of state facilitators does not apply to the Pennsylvania State Facilitator. In all cases investigated, the SF had followed the strategy plan developed. In following this strategy which was in line with the National Diffusion Network philosophy, the SF cannot be criticized for acting passively. Comments directed toward the development of a turn-key system with the state facilitator playing a major role will requrie a re-direction of the National Diffusion Network. The increased demand on the DDs may necessitate such a re-direction of emphasis and extension of the responsibilities of state facilitators.

7.3 Comments on Adopter/Adapter Interviews

Pennsylvania Adopter/Adapters were extremely appreciative of the Pennsylvania State Facilitators efforts extended to their schools/districts. In almost every case the awareness session was considered the logical step to follow upon initial written information about projects. The impression received through the interviews was that the AAs required an awareness session as a first step toward future planning and that a decision to adopt would rarely follow an awareness session alone. The awareness session was needed as the impetus toward adoption.

Non-adopting AAs gave a variety of reasons for deciding against adoption. The common elements about these decisions was that they came from the analysis of needs or circumstances within the district. The DD projects were generally admired by all and in no case was a criticism of the project or its presentation alluded to as reason for non-adoption. Some of the AAs voiced concern about the problem of communication of RISE – 306 information to the proper level where action might follow. In this as in any information dissemination project, personalities are involved in the chain of communication. Only a universal mailing to every educator in Pennsylvania at prohibitive cost could eliminate breaks in the chain. The present strategy of the RISE – 306 in mailing Title III information materials to Intermediate Units, School District Superintendents, and to those who have requested placement on the mailing list appears to be the best viable strategy for this state.

In the one AA where the DD program was adopted immediately after the awareness session, negative reaction to the state facilitator appeared to be a result of teacher frustration with the implemented project. Investigation of records showed that the interviewees were present at the initial awareness session, and had requested a consultation with a teacher who had implemented the project. This consulting session was arranged by the State Facilitator and was conducted. In corresponding with the SF the AA representatives failed to point out that the DD project had already been adopted.

To avoid similar situations in the future, it would be advisable for the state facilitator to make clear to districts attending awareness sessions that there are steps to be followed

for formal adoption and that districts are to keep the SF informed of any adoption steps which the district takes on its own or in concert with Developer/Demonstrators.

7.4 Pennsylvania RISE – 306 State Facilitator Summarized

In conducting this evaluation based on interviews with DDs and AAs, the evaluator has by necessity become aware of the overall project objectives and related processes. The concept of the Pennsylvania RISE – 306 Project appears in general in Figure 5 and the objectives and processes are spelled out below.

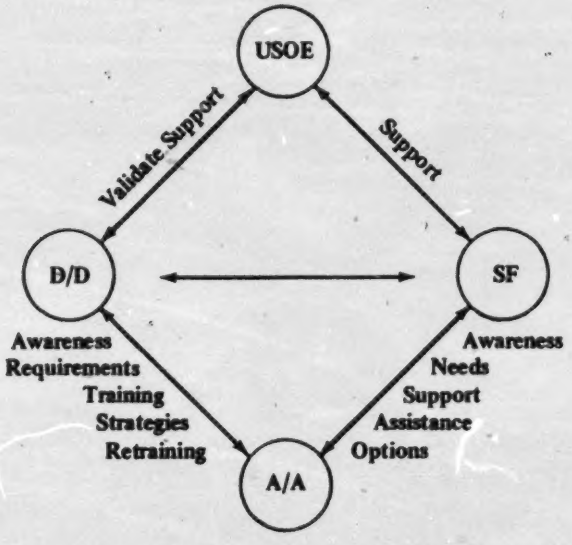

FIGURE 5
PENNSYLVANIA RISE – 306 CONCEPT

Objective: Assist local districts to determine their local needs so as to effectively identify and select appropriate exemplary programs for adoption/adaption

Process:
a. Provide information to 29 I/U's
re: existing needs assessment plans
b. Mandated long range planning including community involvement
c. Identify D/D characteristics so as to assist A/A's match to specific needs

Objective: Assist local districts in identifying and selecting the most appropriate programs for adoption based on local priorities

Process:

a. Develop and mail-out 306 general announcement memorandum to chief school administrators and I/U Directors

b. Request more D/D information and also names of A/A's who have contacted a D/D

c. Request SEA list of rejected RISE – 306 projects as potential A/A's

d. Alert 250 Title III Project Directors (Pa.)

re: available projects for adoption and procedures for validating their projects via the USOE Dissemination Review Panel

e. Develop and mail an awareness brochure

Objective: Assist local districts in initial stages of adoption, adaption and/or installation of the selected exemplary process

Process:

a. Conduct conferences, meetings and provide travel and technical assistance

The Pennsylvania RISE – 306 Facilitator has developed an in-house data recording form to keep track of the various AAs with which the project deals. The form appears in Appendix 2.

7.5 Conclusions

An evaluation was requested of the two aspects of the RISE project through interaction with DD and AA interviewees and RISE – 306 personnel. The first aspect was to determine whether the State Facilitator had actually implemented the strategy established. It is the evaluator's conclusion after analysis of all the interviews and investigation into the State Facilitator records that the practice of the State Facilitator has closely followed the strategy as planned.

The second aspect of the evaluation was directed toward the determination of whether the planned strategy is serving as a successful model for the recipients of the services. From the viewpoint of the Pennsylvania AAs, the model is acceptable, meets all their

requirements and to a great extent is providing them with a process they praise and encourage. From the viewpoint of the DDs, the model is acceptable in terms of the National Diffusion Network as it now stands, but the DDs would like to see changes in the philosophy of the National Diffusion Network which would result in an expansion of the job responsibilities of the Pennsylvania State Facilitator. Other conclusions derived through analysis of the data are as follows:

- The overall strategy of the state facilitator has been adaptable enough to compensate for various local circumstances through a re-arrangement or omission of stages. There does not appear to be a need for development of an alternative approach.
- The factors which have brought about a decision to stop an adoption process have arisen from the local circumstances and in no case analyzed have problems with the Network been the basis for the determination to halt the adoption.
- In AAs where a decision was made not to adopt a program, there exists a continued interest in the possibility of the network providing other programs which may meet the needs of the district.
- The factors included in the determination of a continuation of the steps toward adoption were:
    i) Positive reaction by awareness session attendees to the DD project presentation
    ii) Involvement by both district educators and administrators in the determination of the project's usefullness for district needs
    iii) Congenial cooperation from both State Facilitators and Developer/ Demonstrators
    iv) Sufficient funds to support the project
    v) Determination that the project fits into the regular school program objectives and is not just added "icing on the cake"
    vi) Support from persons outside of the immediate decision makers, e.g., Consultants, Local experts in higher education, Community, etc.

- The monetary support offered to districts by the state facilitator in arranging travel etc., has provided opportunities for change in districts which normally cannot take the initiative to investigate programs outside their immediate environs.

- The evaluative process which the RISE – 306 Facilitator developed received commendation from both DDs and AAs.

7.6 Recommendations

Within the text of this report various recommendations have been included in context. A summary of these and other recommendations gathered throughout the course of the evaluation follows.

- The RISE facilitator is advised to continue the general strategy presently employed as long as the National Diffusion Network maintains the existing philosophy;

- The DDs appear to be in unanimity in their desire to have the National Diffusion Network change its philosophy and expand the job responsibilities of the SF. The evaluator recommends that the Pennsylvania State Facilitator review the suggestions of the DDs and determine what such expansion of responsibility would require in terms of manpower, money and whether the additional requirements would result in a watered-down dissemination-diffusion process.

- The SF should inform DDs if various AAs may offer problems in scheduling etc., because of personalities involved. The SF should likewise request that DDs keep the SF informed of any independent actions agreed to by AA and DD.

- The SF should supply AAs selected to attend awareness sessions with as complete a file of information on the DD project as possible.

- The SF should ensure that every potential AA attending an awareness session fills out an evaluation sheet on the DD. Copies of these should be sent to DDs as soon as possible after the session.

- The SF should compose a brief document pointing out the processes which the National Diffusion Network expects adopters to follow. Within this document the technical assistance offered by the State Facilitator should be indicated. This document should be distributed to each attendee at an awareness session.

APPENDIX 1

QUESTION EMPLOYED IN RISE EVALUATION INTERVIEWS

1. What is your perception of the RISE – 306 Program?
2. What is your perception of: State Facilitator, Developer/Demonstrator, Adopter/Adapter?
3. What are your suggestions regarding the role of: State Facilitator, Developer/Demonstrator, Adopter/Adapter?
4. Have your received any of the following materials from RISE?
   a. needs assessment requirements;
   b. general information memorandum via the Superintendent of I/U Director;
   c. availability of fiscal and service support from SF's to A/A's;
   d. exemplary diffusable ESEA Title III Projects;
   e. list of D/D characteristics in awareness materials so as to assist A/A's match specific needs;
   f. other
5. What is your opinion/recommendation of the materials or information that you receive from RISE?
6. (A/A Only) What is your opinion/recommendation of the materials or information that you received from the D/D?
7. (A/A Only) Have you received information on more than one D/D? If yes, do you have an opinion concerning the uneven quality/quantity of the materials?
8. What is your opinion regarding strengths, weaknesses, or concerns of the RISE network?
9. Do you have district commitment for the RISE – 306 Program for adoption? And what is that commitment?
10. What is your opinion regarding the performance of the State Facilitator?
11. What changes, improvements, etc. would you suggest for the RISE – 306 network?
12. (D/D Only) What is your opinion regarding adoption/non-adoption of your project by A/A's in Pennsylvania?

13. (A/A Only) Was the following sequence of steps typical to your attempt to adopt a program? (Please react to each step) (Indicate-omitted steps, additional steps, time sequence reversals, and final step, etc.)

    a. Receipt of information on D/D projects from S. F.

    b. Request for additional information on project from S. F.

    c. Receipt of additional information from S. F.

    d. S. F. followed up with an interview on related needs of A/A to project and course of future action or a decision to stop was made.

    e. Further information from D/D was reviewed by A/A and assessed.

    f. Decision on future action or a decision to stop was made by the A/A.

    g. Requested an on-site visit and the S. F. scheduled and arranged for the visit.

    h. On-site visit with the D/D.

    i. Reported visit results to S. F. and informed the S. F. of the decision to continue, etc.

    j. S. F. placed report in Newsletter.

    k. Decision made to implement or drop project.

    l. D/D consultant visited and trained A/A personnel.

    m. Provided S. F. with proposed implementation plan.

    n. S. F. provided technical assistance for implementation.

    o. D/D approved application for project.

    p. Project was implemented.

    q. Project was evaluated.

14. (D/D Only) Was the following sequence of steps typical to your relationship with the _____ district in your involvement with their seeking approval for adoption of your program? (Please react to each step) (Indicate omissions, additional steps, time sequence reversals, final step, etc.).

    a. Distributed information about your project to State of Pennsylvania (what mailing address?)

    b. Information of more detail was requested by the S. F. or A/A.

    c. Curriculum material etc. was sent to the S. F.

    d. Request for an on-site visit was made by the A/A through the S. F.

    e. An on-site visit was made. (Observation)

14. (Cont'd.)

f. Training was conducted during the on-site visit.

g. Request for training at home site of the A/A was made.

h. Consultant visited and trained A/A personnel.

i. Plan for adoption was submitted by the A/A.

j. Plan for adoption was approved.

k. Additional support given to A/A during lst year of project implementation.

15. Reflecting on the initial stages of the project, can you identify –

a. from where or whom the impetus for investigation into the possible adoption came?

b. from where or whom the major criticism of adopting such a program came?

c. from where or whom the major support of continuance of the investigation into the project came?

16. Reflecting on the actual adoption stages of the project, can you identify –

a. factors which worked against adoption?

b. factors which supported/encouraged adoption?

c. key-turning/critical points which influenced the final decision concerning adoption?

17. (A/A Only) In light of your reflection on the various stages just covered, do you feel there were particular circumstances/factors which could have or should have been changed to influence or facilitate the adoption process? For example:

a. Better P. R. job within your district.

b. More assistance from the S. F.

c. More/better cooperation from the D/D.

d. Better determination of needs/resources/conviction of the district.

e. Need within district of personnel capable of carrying out the proposed project.

f. Cost effectiveness study to determine real cost of adoption by the district.

g. Better planning/scheduling of events surrounding the adoption process etc. (e.g., getting full preparation and background ready for a professional presentation to District Board).

h. Other:

18. Do you feel the following factors contributed positively to the implementation stage of the project adoption?

    a. early enough approval for adoption.

    b. financial and technical assistance from S. F.

    c. technical assistance from D/D.

    d. Support for the project from district through –

        1. funding

        2. personnel assignment

        3. adequate project management plans

        4. timely reception of all project related materials

        5. provision of adequate physical facilities for project operation

    e. Other:

19. In the determination of selecting this project –

    a. was the program investigated one which seemed to answer a previously discovered need of the district?

    b. was the program investigated one which was attractive to the district and one which the district felt would enhance the educational achievements of the district?

    c. was the program investigated one which appeared to particularly match personnel or facilities which were already available in your district?

    d. was a needs assessment carried out after initial investigation to determine that the program would meet needs in the district?

    e. other:

20. General Comments:

APPENDIX 2

RISE – 306 INHOUSE DATA RECORDING WHERE ARE WE CHART

	Date	Waiting	Done

0. Initial mailing sent to all LEA's, nonpublics & Title IIIs
1. R.I.S.E. has contacted A/S in telephone interview and has determined a ranking of interests on D/D's.
2. Potential A/A shows definite interest in visitng D/D site or attending conference about a specific D/D.
3. R.I.S.E. contacts D/D project to determine available visitation time for potential A/A.
4. R.I.S.E. contacts potential A/A to relay information on dates for visitation and directs potential A/A to proceed with travel and lodging arrangements.
5. R.I.S.E. sends potential A/A Application for 1) Technical Assistance Form 2) Estimated Travel Expense Form and Actual Travel Expense Form.
6. Potential A/A returns forms 1 and 2 noted in Item 5.

6a. Potential A/A visits site, attends conference or cluster conference.

7. Potential A/A submits actual expense records and receipts on completion of D/D visitation.
8. Potential A/A submits report of D/D visitation to R.I.S.E. for newsletter article and other R.I.S.E. reports.
9. R.I.S.E. reimburses potential A/A for actual expenses in whole or part.
10. Potential A/A participates in a conference on observations of D/D visitation with other potential A/A's.
11. Potential A/A makes decision to implement a D/D program as an adaptation or adoption.
12. A/A contacts R.I.S.E. for assistance in implementing D/D program; inservice; training sessions, etc.
13. A/A adopts/adapts D/D program